

From the knee to the trunk equals the length of the trunk.

From the wrist to the elbow equals from the elbow to the shoulder.

(B) Children's

(1) Paper: scrap, manila, and colored

(2) Scissors and paste

Steps in the Lesson

I. Establishing the Mood

A. I shall say the rhymes listed in order to get them thinking of winter sports or of Christmas.

B. I shall show them some pictures suggesting either Christmas or winter sports. (Pictures were attached to plan.)

C. I shall draw a big fat Santa on the blackboard using the stick figure method and explaining to them how easily it is done. I shall ask them to make the figures necessary to complete the border.

II. Guiding class to a higher level in figure drawing

A. I shall show the children some of their old drawings which will enable them to see why they need to study figure drawing and at what places their greatest weakness lies.

B. I shall show the paper figures with the skeletons drawn in black ink. They will measure these figures to test the proportion rules which are on the blackboard ready for use.

C. I shall sketch some stick figures on the blackboard again, letting them measure to test the rules.

D. I shall have two or three children pose in positions characteristic of Santa or of children at winter sports. The class will sketch these rapidly and test by the proportion rules when necessary.

III. Making the pictures

A. The children will make pictures to be placed on the snow scene border.

B. The class will co-operate in placing

the figures on the ready-made border.

C. The class will discuss the value of the different figures. I shall ask such questions as, "How has he used the proportion rules? What action does the figure show?"

D. The class will set up standards for their further work in Christmas pictures:

1. A figure must be proportioned according to the rules.

2. A figure must show some action.

NINA FREY

MAKING A BOOK

A Unit In Sixth Grade English

THE sixth grade children had been studying paragraph unity. After a great deal of work of this kind, the class read an article called, "What Is an Author." One child remarked, "We are authors, because we have written compositions." Another child answered, "No, you have to write a book in order to be an author." This led to the decision to write and bind a book to be left in the sixth grade library for the use of future classes.

I. *What the Children Did*

A. They got ready to make the book.

1. They examined other books to find out what a book should contain.

2. They decided on a subject to write on and selected several tentative titles for the book.

a. They studied from all the English books available how to select titles.

b. They made lists of titles of books they had read and discussed these lists in class.

c. They brought lists of original titles to class; the best was selected and reworded in several different ways; it was then used as a tentative title for their book.

3. They collected information and material.
 - a. They used texts, books in the home room library, books in the school library, and books, magazines, and newspapers secured outside of school.
 - b. They wrote letters to chambers of commerce in various cities and to children in other schools for information, maps, and pictures.
 4. They studied their material.
 - a. They made a bibliography of the material collected with notes suggesting where and how to find certain information; that is, they annotated the bibliography.
 - b. They brought to class maps, pictures, and poems bearing on their subject. They made reports explaining these or citing interesting material found.
 5. They organized the material.
 - a. They decided on the chapter subjects for their book, and selected tentative titles for each chapter.
 - b. They arranged a table of contents.
 - c. They divided themselves into committees, each committee to be responsible for writing a certain chapter of the book.
 - d. They studied from all available books how to make outlines; then each child made an outline of the chapter he expected to write.
 - e. Each committee met and marked the individual outlines over into a final outline for use in writing the chapters; they then asked the class to criticise this outline.
- B. They made the book
1. They wrote the book.
 - a. Each child followed the outline and wrote a chapter; all children on each committee worked on the same chapter.
 - b. Each committee met and rewrote its chapter.
 - c. The class criticised these chapters.
 - d. The class decided on a title for each chapter.
 - e. The class wrote a preface for the book.
 2. They assembled the book.
 - a. They copied the chapters on the paper they expected to use in the book, inserting pictures, maps, poems, and drawings, to make it more attractive.
 - b. They selected and mounted a frontispiece.
 - c. They decided on the final wording of the title for the book.
 - d. They arranged the pages in order, numbered them, and made an index.
 - e. They designed the cover.
 - f. They checked the book as a finished product, and combined the parts.
- II. *Information the Children Gained*
- A. By preparing to write their book.
1. In studying the make-up of other books.
 - a. They found that a book should always contain a frontispiece, a preface, a table of contents, and an index.
 - b. They decided that a book should be bound attractively, appropriately, and durably.
 - c. They learned that a book should be divided into chapters arranged in good sequence.
 2. In selecting a title
 - a. They learned that a good title is neither too broad nor too narrow.
 - b. They discovered that most good authors write on subjects in which they are especially interested themselves; they decided to

write on a subject they were interested in and familiar with, and which would be interesting to the children who were to read the book.

- c. They learned that a title is not necessarily worded just as the subject is; that the title should be short and worded so as to attract the attention and arouse the interest and curiosity of the reader.
3. In collecting information and material
 - a. They became more familiar with books, magazines, and newspapers.
 - b. They realized that every part of a book is useful, as: the table of contents gives a general idea of what the book contains; the index is useful in finding a reference quickly; the frontispiece makes the book more attractive; and the title page gives the title of the book, name of the author, name and address of the publisher, and the date of publication.
 - c. They learned that they could use encyclopedias to find out things they had been asking questions about before.
4. In studying the material
 - a. They learned how to make and use bibliographies.
 - b. They realized that they must stick to their point in an oral report; that to make a report interesting their ideas must be well organized.
5. In organizing the material
 - a. They found that it was easier to keep the main ideas of material in mind, if they used outlines in writing.
 - b. They realized that if their writing was to have coherence and unity their outlines must have good sequence.

- c. They noticed that the title for each chapter in the book should be much more specific than the title for the book.

B. In making their book

1. By writing their book
 - a. They learned to use an outline as a memorandum in writing.
 - b. They realized that paragraph unity helped to emphasize the one central thought of the paragraph.
2. By assembling their book
 - a. They learned to space their writing on the page so that the margins were kept even and the beginning of the paragraphs were indented.
 - b. They began to judge their work as to its value in the book.

III. *Skills the Children Strengthened*

- A. They developed facility in selecting titles that would attract the attention of the reader.
- B. They made great improvement in their handwriting because they wanted their book to be a model of neatness and attractive in appearance; they worked especially on letter formation, and on spacing.
- C. They acquired ease in writing business letters; their interest was so high that errors in form were not tolerated.
- D. They formed the habit of enunciating clearly and distinctly; the other children were anxious to hear the reports and demanded clear speaking.
- E. They became able to correct their own mistakes in written work; they learned to do independent "proofreading."
- F. They improved in ability to mount pictures and to cut letters.

IV. *Attitudes and Ideals the Children Strengthened*

- A. The children learned to appreciate the value of co-operation by realizing that when one individual failed to do his

work well the finished product would be marred.

- B. They gained a feeling of independence by collecting material and information for themselves.
- C. They came to appreciate suitability of illustrations to emphasize certain important facts.
- D. They developed an interest in and a love for books which they had never felt before.

V. Bibliography

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ANNE E. SMITH

ART BUILDING AT PEABODY

Bequest of business property valued at \$500,000 to George Peabody College for Teachers, Nashville, Tenn., by a living donor who retains income from the property during her life, makes possible the erection at an early date of a new art building, plans for which are already in the hands of the architect. Many rare objects of art accompany the gift, which will be made the nucleus of an art museum at Peabody.—*School Life*.

PHILOSOPHY

"If I were trying to read, much less answer, all the attacks made on me, this shop might well be closed for any other business. I do the best I know how, the very best I can; and I mean to keep on doing it to the end. If the end brings me out all right, what is said against me will not amount to anything. If the end brings me out all wrong, ten angels swearing I was right would make no difference."—*Abraham Lincoln*.